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ABSTRACT

Global education lacks a content base due to differing educational approaches. Combining the expected outcomes of liberal education, consisting of the development of effective thinking, effective communication, and value judgments, with the added dimension of the interconnectedness and complexity of the contemporary world can provide a framework for a consistent and comprehensive program. The elements that must be considered in introducing global education into the curriculum are: (1) the level of the learner; (2) the appropriate method of introducing it into the curriculum; (3) the available resources; and (4) the role of the teacher. Studies reveal that children at the age of 9 or 10 are most receptive to the introduction of other cultures and peoples. The most appropriate method of introducing global education into the curriculum is to present a global perspective through every course of study. Many resources have been developed for teaching global education, but they must be used selectively. Teacher education courses need to be internationalized in order to prepare instructors for global teaching. To make education relevant to the context of the contemporary world, global perspectives should permeate all levels of learning. Lists of available audio-visual and printed media and selected resource service centers are attached. (SM)

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Introducing Multicultural/Global Education into the Schools

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INTRODUCING MULTICULTURAL/GLOBAL EDUCATION INTO THE SCHOOLS

Introduction

Most people would probably agree that multicultural/global education is important and that educators should introduce multicultural/global perspectives into the various levels of learning such as primary, secondary, and higher education. However, there are so many connotations attached to terms like "multicultural" and "global" education that it is not strange that differing, and sometimes opposing viewpoints are held. Because of this, multicultural/global education is said to lack a content base. I shall discuss the problems at the conceptual level first and then discuss some of the important considerations relating to the practical/aspect of introducing multicultural/global perspectives into the various levels of learning.

The Context of Multicultural/Global Education

Let me begin with the context of multicultural/global education. Over the past few decades, there have been unprecedented advances in science, technology, travel, communications, medicine, and so on. The overall effects of these developments are that the world is becoming increasingly smaller and complex. One can reach any place on this planet in less than 12 hours. In the future, we may have airplanes that will travel 25 times the speed of sound. A trip from Washington, D.C. to Tokyo will take just two hours! Not only the means of travel but also the means of communication has also made giant strides. Instant satellite communication systems have become a part of our everyday life. Events are transmitted instantly. We are affected by what happens anywhere in the world — as it happens. Trade and commerce are also vivid illustrations of an interconnected and interdependent world. One only needs to look at our cars, our

clothing labels, or walk into a grocery store to become aware of this global interdependence. All these have brought about an awareness about the importance of multicultural global education.

Although the world is shrinking at an incredible rate, it is often pointed out in reference to the United States that a lack of multicultural/global perspectives have adversely affected the country both economically and politically as they are quite obvious to notice. It would seem that the knowledge of U.S. students about the rest of the world is extremely poor. A survey administered by the Educational Testing Service on fourth-, eighth-, and twelfth-graders found that the students had surprisingly limited understanding of other countries.

The Educational Testing Service also conducted a national assessment of what college students actually know and perceive about global relationships and to measure their comprehension of current global complexities. It based its survey upon a carefully chosen representative sample over 3000 undergraduates across the country. The following were the results for the 1000 seniors surveyed:

Seniors achieved a mean score of 50.5 questions correct out of 101 on the test, showing a considerable lack of knowledge on topics felt to be important by the assessment committee.

Significant score differences occurred among seniors in different fields of study. History majors scored the highest (59.3) while education majors — the teachers of tomorrow — scored the lowest (39.8)(Barrows, T. and Klein, S. 1980).

It should be also noted that the United States does not require students to study a modern foreign language, such as Spanish, French, or German. According to recent reports, less than one percent of elementary; eighteen percent of high school; and nine percent of college students study a foreign language (Simon, 1980). Most countries in the world, in contrast, require students to study one or more languages in high school and in college. In some countries the knowledge of a foreign language is a requirement for admission into a university.

It is often remarked that most people in the United States think English sufficient and expect the rest of the world to learn English. Such arrogance prevents students from learning about foreign cultures and has adversely affected the country both economically and in other respects. For instance, during the 1970s, General Motors introduced its Chevrolet "Nova" in Puerto Rico and Latin American countries. Managers, confused that the cars had failed on the international market, researched this phenomena and found that "No va" in Spanish means "it does not go (work)". When General Motors changed the name of the car to "Caribe" it sold well (Fulbright, 1979).

Because of the perceived lack of knowledge about other cultures and because of the fact that the world is increasingly becoming smaller, a host of internationally oriented "educations" were developed in the 1970s and have continued to expand into the 1980s. A number of labels are used to designate these "educations", such as multicultural education, intercultural/cross cultural education, peace education, development education, global education, and the like. For the purposes of this discussion, I shall be focusing on global education. Global education is a broader concept than multicultural education and can be said to include the latter as well.

Conceptions/Approaches

Global education is generally characterized as a process that develops the skills and competencies essential to the understanding and eventual participation in this increasingly complex and interconnected world (Lamy, 1983; Becker, 1983). Within this broad definition a variety of approaches is possible with the result that global education may mean different things to different people. Leinwand (1983) noted that providing an exact definition might be permanently elusive. In this section various approaches to global education will be discussed.

Lamy (1983) identified four different approaches to global education. These are:

1. Idealist perspective,
2. Geopolitical perspective,
3. Internationalist perspectives, and
4. Radical perspective.

(1) Idealist Perspective

This perspective which became popular after WWI assumed that human nature is basically good and that all international conflict is the result of deficient and corrupt social institutions. The proponents of this view maintained that education is the key to eliminating ethnocentrism and prejudice in students and the teaching of interdependence and ideas for maintaining peace.

(2) Geopolitical Perspective

After WWII, a different view called the realist or geopolitical perspective arose, as Americans began to believe that conflict and power struggles would always be present between countries. This approach was based on the assumption that man is not

basically good and war is an inevitable characteristic of the international system, and that to believe otherwise is to be somewhat naive. The aim of global education, in this view, was to prepare individuals for confrontation with others. The underlying motive was to protect one's own investment(s) and interests. It also emphasized the idea that the U.S. is responsible for the organization and support of the "free world" in its conflict with the Soviet system.

(3) Internationalist Perspectives

In addition to these two perspectives there are two globalist or internationalist perspectives: the free-trade internationalist and functionalist internationalist perspectives. The free-trade internationalist perspective emphasizes the importance of global cooperation for business and economic development. The functionalist internationalist perspective stresses the importance of cooperation between state and non-state sectors for appropriate responses to global environmental problems such as population, food, energy, and pollution. Both these perspectives are based on the assumptions that global cooperation is the result of increasing interdependence between nation-states as well as other agencies. The development of greater awareness of the world around us is thought to be important because all might eventually benefit from these mutual concerns and interactions.

(4) Radical Perspective

A fourth perspective is the radical perspective. Unlike the globalist view, this perspective maintains that not everyone will benefit from world interdependence. In fact, interaction on the global level is said to benefit only those richer and more powerful countries because they will dominate and exploit the poorer countries. This perspective calls for extreme measures to bring about greater equalization of different countries and to lessen the gap between the rich and the poor.

Global Education and Liberal Education

The differing approaches to global education creates a problem in that global education is said to lack a content base. Is it possible to develop a consistent and comprehensive program of global education? Perhaps it can be done. If one avoids taking a linear approach to global education, elements from different approaches could be integrated. To do so, one would require a broader framework, so that consistency can be achieved. Liberal education, I want to suggest, provides such a framework. It can be argued that liberal education and global education are fundamentally similar. In both liberal education and global education, the conception of knowledge and its relation to the development of certain desirable outcomes appear to be strikingly similar if not identical. The expected outcomes of liberal education is said to be the development of effective thinking, effective communication, and value judgments. Global education, it can be argued, is essentially a reassertion and reinterpretation of the basic tenets of liberal education. The added dimension in global education will be that of taking into consideration the fact of interconnectedness and complexity of the contemporary world. In this sense, global education is not something different but is essentially the same as liberal education. It is what an ideal education should be.

How to Introduce Global Education

When introducing global education into the various levels of education, a number of factors need to be taken into account, such as (1) the level and orientation of the learner; (2) the methods/strategies that could be used; (3) available resources and how to use them; and, (4) the role of the teacher.

(1) Level of the Learner

It is a sound pedagogical principal to direct teaching/learning to the cognitive and attitudinal level of the learner. Researchers generally agree that knowledge and attitudes about social systems acquired in elementary school influence what they will learn and believe during later school years. Political socialization studies reveal that children about the age of 9 or 10 are most receptive to the introduction of other cultures and peoples (Lambert & Kleinberg, 1967). Children tend to see themselves as the center of their social world until the age of 5 or 6. A definite switch from an egocentric perspective to a broader world view is said to take place by the age of 7 or 8 (Jahoda, 1963; Remy, Becker, Torney, 1975). Researchers concluded the years between 7/8 and 11/12 may be critical periods in which to teach children about other people and nations. They also point out that by age 14 children were no longer receptive to dissimilar foreign cultures and peoples unless they were introduced to these during the critical periods. Researchers pointed out that the development of attitude toward other nations and other peoples emerges concurrently with the development of the concept of homeland and general cognitive development.

(2) Methods/Strategies

Questions about the appropriate methods/strategies to be used in introducing global education also need to be considered. It is widely held that global education should not be a separate course of studies and that the most effective strategy to use is that of infusion. Accordingly, global education can be presented through every course of studies. The slide presentation (AASA 1982) that we will view shortly, provides illustrative examples of this. It is also pointed out that when global education is viewed as a separate course, it is going to be difficult to find a place for it in an already overcrowded curriculum. Moreover, as I noted earlier, if global education and

Liberal education are to be viewed identical, it will be totally inconsistent to present global education as a separate course of studies.

(3) Resources & What to Look For in Them

There is an abundance of resource materials that are currently available for use in the classroom. These include audio-visual and printed media (see attachments for examples of resource materials and resource centers). One has to be selective about the use of these materials. Not all of them might be appropriate for the specific context and need of the classroom. In many cases caution has to be exercised in the use of resource materials. I have come across resource materials that are very superficially done to the extent that they may reinforce stereotypes and prejudices which simply run counter to the goals of global perspectives in education. A number of considerations need to be made in this regard.

1. What objective does the lesson material work to achieve? Does it relate to the three main objectives of liberal/global education referred to earlier — effective thinking, effective communication and value judgments?
2. Is the lesson material appropriate for the age group? In most cases the age or grade level is specified. The educator who uses the material may also need to make this determination.
3. Is the lesson material interesting? Does the lesson allow class participation/involvement?
4. Is the lesson material introductory or does it need prerequisite skills and knowledge? Do the students have the necessary intellectual and other skills needed for the lesson?

5. How does the lesson fit into the overall scheme? It is important to provide lessons that are aimed at the development of students in the areas of thinking, communication, and judgment. One aspect of development should not be emphasized at the expense of the other aspects.

The publication by Global Perspectives in Education Inc. entitled The Global Resource Book (available in 1986) provides annotated bibliography of current resource materials listed in over 40 different categories. This could be a useful guide to some extent.

(4) The Role of the Teacher

Although parents and the local community should assume the responsibility of educating children in a global perspective, they are perhaps inadequate. If the classroom is going to be an integral part of global education, then, teachers are in a key position to implement global perspectives. Teachers however, need to be prepared for this. As noted earlier, the education majors scored the least in the knowledge about other countries in the survey conducted by Educational Testing Service. This makes it all the more imperative to internationalize the teacher education programs. There is a growing recognition of the importance of including an international/global perspective in teacher education programs. This recognition arises, obviously, out of the pluralistic, international, and interdependent nature of our contemporary society. By using infusion strategies the curriculum of the teacher preparation programs could be internationalized. There is also a need to provide in-service programs for teachers that would provide them with the necessary skills and competencies to prepare students for the world in which they will be living.

Conclusion

Multicultural/global perspectives should permeate all levels of learning. In doing so we can make education relevant to the context of the contemporary world. We need to redefine the basics. They should include more than just the three "R's". We, as educators, need to teach our students to cope, to become competent, and to care about the world. This, I feel, is moving forward to basics, not backwards.

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AUDIO-VISUAL AND PRINTED MEDIA

AUDIO-VISUAL

VHS Video Cassette Tapes

World Series (1 hour)
Holy Growth
The Nguba Connection
The Clouded Window
Nonviolence and the Nuclear Age (40 min.)
Globalism - Norman Cousins (30 min.)
Multinationals Go Bananas
The Colonel Goes to Japan (30 min.)
To Sing Our Own Song—Philippines (1 hour)
Going International (2, 30 min.)
The Gods Must be Crazy (2 hours)

Feed the World
Peace Child (VT 5134)
If the World Went Away, Where
Would the Children Play?
Living Africa: A Village Experience
Looking for China

Films

Controlling Interest - Immaculate Heart (70 min.)
Prejudice: Causes, Cures, Consequences (Univ. Illinois)
Joshua in a Box (#1610)
Prejudice—Bill Cosby (#1652)
The Global Connection (Arthur Swerdloff Productions)

Slide/Tape Programs

Hamburger, USA - Immaculate Heart (30 min.)
Address Earth - Immaculate Heart (10 min.)
Global Education: A Personal Experience (AASA, 1982)

Records

We Are the World
Do They Know It's Christmas?

Audio Cassette Tapes

Desiderata
Barefoot Ballet

RECOMMENDED TEXTS AND MATERIALS

- Fersh, Seymour. (1974). LEARNING ABOUT PEOPLES AND CULTURES. Evanston, Ill: McDougal, Littell and Co.
- Hall, Edward T. (1973). THE SILENT LANGUAGE. Garden City, N.Y.: Doubleday & Co.
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- Ogden, Suzanne (1985). WORLD POLITICS. Guilford, CT.: Dushkin Publishing Group, Inc.
- Intercom (Series) Published by Global Perspectives in Educ. Inc., New York.

Attachment 2

SELECTED RESOURCE SERVICE CENTERS

Center for Public Education in International Affairs (CPE)
School of International Relations VKC 328
University of Southern California
University Park Los Angeles, CA
90089-0043

(213) 743-4214, 4254
Resources in Global Studies (RIGS)
In-Service Training
Teacher Resource Library

Center for Teaching International Relations (CTIR)
Graduate School of International Studies
University of Denver
Denver, CO 80208
(303) 871-3180, 3106
Catalog of publications available

Consortium for International Studies Education (CISE)
Mershon Center
The Ohio State University
199 West 10th Avenue
Columbus, OH 43201
(614) 422-1681
Publications available

Constitutional Rights Foundation (CRF)
601 South Kingsley
Los Angeles, CA 90005
(213) 487-5590
Catalog of publications available

Educators for Social Responsibility
23 Garden St.
Cambridge, MA 02138

Global Learning, Inc.
40 South Fullerton Ave.
Montclair, NJ 07042

Global Perspectives in Education (GPR)
218 East 18th Street
New York, NY 10003
(212) 475-0840
Access (newsletter, annual \$25)

National Council for the Social Studies
3615 Wisconsin Ave., N.W.
Washington, D.C. 20016

Peace Child Foundation
806 15th St.
N. W. Suite 400
Washington, D. C. 20005

School Studies School Service
10,000 Culver Blvd.
Culver City, CA 90230

Stanford Program on Cross-Cultural and International Education (SPICE)
Lou Henry Hoover Blvd. Room 200
Stanford University
Stanford, CA 94305
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Catalog of publications available

Thursday Night Group
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Santa Monica, CA 90403
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